DOCUMENT RESUME

ED 399 691 EC 305 022

TITLE	Windows of Opportunity: Teaming for Learning.
INSTITUTION	Ohio State Dept. of Education, Worthington. Div. of Special Education.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	Apr 96
NOTE	44p.; For related documents, see EC 305 021-023.
AVAILABLE FROM	Ohio Department of Education, Division of Special Education, 933 High Street, Worthington, OH 43085-4087.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Ability Identification; Change Strategies; Delivery Systems; *Economically Disadvantaged; Educational Strategies; *Gifted; Inservice Teacher Education; Parent Education; Primary Education; Program Development; *Talent; Talent Identification
IDENTIFIERS	*Jacob K Javits Gifted Talented Stdnt Educ Act 1988; *Ohio

ABSTRACT

This is the second publication in a series of three reports that summarize the results of Ohio's Javits Project, a 3-year federally sponsored program to improve the identification of and services to young economically disadvantaged gifted children in 25 Ohio schools. This report details the processes used by project teams to create a shared vision for improving student performance, the professional development provided to project teams to support them in their efforts to identify and serve gifted children, and strategies used to "institutionalize" these changes. Participatory learning, in which teachers and students are co-learners, is discussed. Methods used by the project to create a shared vision among parents, teachers, coordinators, administrators, community representatives, and university representatives are described. The five project training components are identified and include: teacher awareness/inservice training; community/parent awareness training; intensive building team training; follow-up meetings; mini-training session; and state education department seminar training. Recommended best practices for implementing changes in gifted and talented programs are listed. Appendices include an Ohio Javits Grant abstract, a list of participating buildings and sites, a list of building team members, a summary of methods of identification, conference session descriptions, and recommendations on how to institutionalize changes. (Contains 15 references.) (CR)

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Windows of Opportunity

Teaming for Learning

Ohio's Comprehensive Inservice Training Project for the Identification of and Provision of Services to Young Gifted Children Who Are Economically Disadvantaged

EC 305 022

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State of Ohio
Department of Education
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John M. Goff
Superintendent of Public Instruction

April 1996

Dear Colleagues:

As educators, our goal is to provide rich learning opportunities that make the most effective use of the instructional time available to *all* of Ohio's school children. Meeting this challenge requires a strong combination of committed and qualified teachers, relevant curriculum, meaningful support services, and nurturing environments, all designed to ensure the academic, social, and physical development of each child entrusted to our care. The active involvement of families and community members is equally important in maximizing this *window of opportunity* that is each child's school career.

We are all aware of the barriers — attitudinal and fiscal — that can impede on the delivery of appropriate services to children. Compounding these barriers for gifted youngsters is the fact that kindergarten-through-grade three children, especially those in difficult economic situations, are typically underserved in gifted programs across the nation. There is a desperate need to develop methods that not only recognize the potential of each child, but also lead to the differentiation and individualization of instruction to meet each child's educational needs.

Ohio's Comprehensive Inservice Training Program for the Identification of and Provision of Services to Young Gifted Children Who Are Economically Disadvantaged — Ohio's Javits Project — offers a viable model for meeting the critical needs of a frequently overlooked population of children.

Windows of Opportunity: Teaming for Learning is the second of three publications resulting from Ohio's Javits Project. This three-year project, funded by the U.S. Department of Education, represented a concerted effort to meet the needs of gifted learners who are too often overlooked in the educational setting.

As we look ahead to the challenges of a new century, our mission will be to ensure that public education in Ohio represents, at a minimum, a *window of opportunity* in the lives of all Ohio children and their families.

Sincerely,

John Goff
Superintendent of Public Instruction

Acknowledgements

The success of Ohio's Javits Project is attributable to the parents, teachers, coordinators, administrators, and community members who worked for three years to improve identification methods and teaching strategies for serving gifted youngsters in the regular classroom.

Special thanks are extended to Patricia Shepard, gifted coordinator for Akron City Schools; Rose Oliver Jenkins, principal of South Avondale Elementary School in Cincinnati; George Grim, gifted coordinator for Federal Hocking elementary schools; Tracy Jageman, gifted coordinator, Southeastern Ohio Special Education Regional Resource Center; Rita Mazurek, gifted coordinator for Toledo City Schools; and Maria Pappas, gifted coordinator for Youngstown City Schools, for their assistance in making this Project a success. In addition to their regular duties, they served on building teams and the Javits Project Advisory Team, and coordinated activities across project buildings.

A special thanks is also extended to Dr. Thomas M. Stephens, professor emeritus of the College of Education at The Ohio State University and executive director of the School Study Council of Ohio, and Dr. Joan Wolf, associate professor of gifted education at the University of Utah.

Their expertise in the area of gifted education and their commitment to the Javits Project were invaluable in meeting project goals and objectives.

Lastly, the efforts of Martha Scherpelz, who assisted in gathering material from project sites and in conceptualizing Javits Project activities as "windows of opportunity" are appreciated.

Preface

Whether one looks at business, industry, nonprofit organizations, government, or education, the view is of ongoing change. Systems thinking, lifelong learning, continuous improvement, and total quality management are all attempts at humanizing organizations, while maximizing their performance.

The emphasis on participatory processes, accentuating diversity, and being inclusive of all ideas and approaches characterizes such organizational change initiatives. The models that we develop today are not static. Instead, they change and adapt to the environments in which they operate.

Ohio is working to promote continuous improvement in teaching and learning to ensure that students leave Ohio schools with the academic and vocational skills needed for lifelong learning and success.

The guiding principles that underlie this call for improvement in Ohio's education system are reflected in the following State Board of Education beliefs and commitments:

- All students can learn, and all students *will* learn if the conditions for learning are right.
- We hold high expectations for *all* students.
- A quality education is the responsibility of students, families, teachers, administrators, support personnel, and school boards working in partnership with individuals and organizations in the local community for the benefit of all.
- Public education must be relevant and prepare students to excel in a technological, information-based society.

- Public education will improve and be accountable for communicating progress in clear terms with the public.
- We must lead a long-term effort for positive change and encourage creative educational alternatives to increase student achievement.
- We must develop proactive positions and target priorities and resources to accomplish both our vision and mission.

If all students *can* learn, why aren't all students succeeding in our schools? An awareness of the factors that impact on learning — learning and teaching style, cultural differences, multiple intelligences, ability level, readiness skills, pace of learning, student interests, and the availability of resources — leads to the realization that one curriculum or method of instruction cannot meet the needs of all children. Our task is to design and adapt curriculum and instruction to meet the individual needs of each youngster as he or she changes and grows.

Ohio's Javits Project embraced the beliefs outlined above, both in its design and in its implementation, by focusing on two traditionally underserved groups of children in gifted education — those who are young *and* economically disadvantaged. The need for alternative methods of identification, and the need to provide a full range of services to meet students' needs, have been documented by Ohio research and demonstration/model projects.[1]

The *Windows of Opportunity* series explores the roles that teachers, administrators, families, and students played in improving learning opportunities for all children. Participation, partnership, involvement, and awareness are the watchwords that characterize Ohio's Javits Project.

Laying the Foundation

The first publication in the series, *Windows of Opportunity: Laying the Foundation*, addresses the conditions that allowed for continuous improvement in teaching and learning to occur. Administrative tasks, such as selecting project sites, recruiting building teams, creating an advisory team, and conducting a needs assessment, are described.

Teaming for Learning

Windows of Opportunity: Teaming for Learning — the second in the series — details the processes used by project teams to create a shared vision for improving student performance, the professional development provided to project teams to support them in their efforts to identify and serve gifted youngsters, and the strategies used to "institutionalize" these changes.

Changes from Within

The final document in the series, *Windows of Opportunity: Changes from Within*, shares information about the successes of the project teams in improving identification and service delivery practices. Best practices in differentiating instruction to meet individual learner needs are provided.

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[1] *Navigating the Waters of Change*. (Columbus: Ohio Department of Education, 1996), p. 25.

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INTRODUCTION

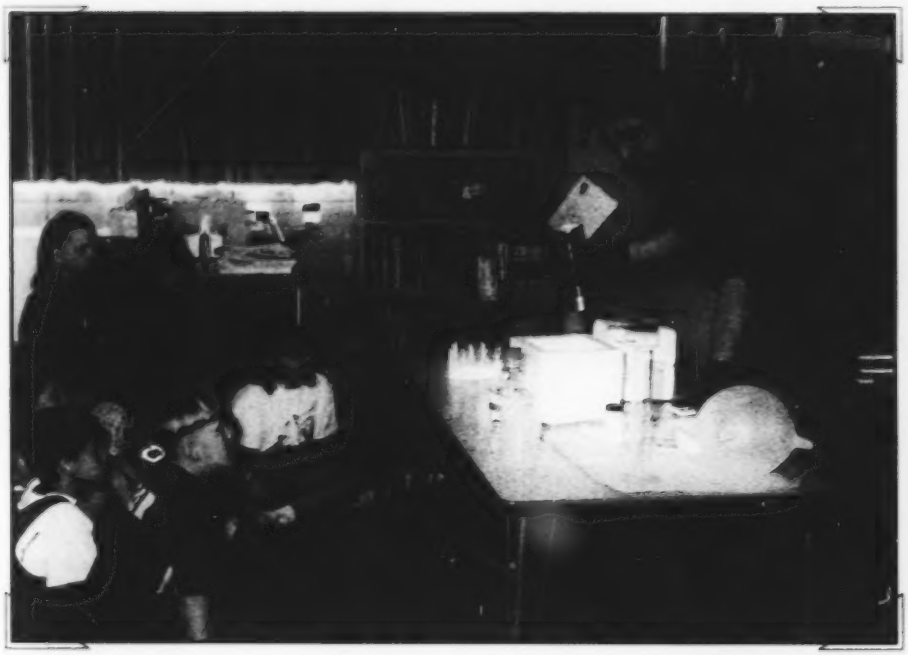
This Project — *Ohio's Comprehensive Inservice Training Program for the Identification of and Provision of Services to Young Gifted Children Who Are Economically Disadvantaged* — operated from October 1, 1992 to September 30, 1995, through funding from the U.S. Department of Education under the Jacob K. Javits Gifted and Talented Students Education Program.

Ohio's Javits Project was designed to empower parents and regular classroom teachers, encouraging them to take a greater role in the development of strategies for meeting the needs of gifted and talented children (see Appendix A for grant abstract).

In keeping with this philosophy, each building team was supported in its efforts to design a model for meeting individual building needs. There was no attempt to impose one model on all 25 project buildings. Accordingly, the Ohio Department of Education facilitated the development of local models that could become an ongoing component of the district's plan for meeting the educational needs of gifted and talented students.

Although this publication is derived from self-reported data and does not attempt to capture all of the activities or achievements of the building teams, the learning activities and the role of the learner will be discussed within the context of best practice.

The professional and personal development of teachers, administrators, and parents in each of the Project's five sites — Akron, Athens County area, Cincinnati, Toledo, and Youngstown — will be described. The Project's success belongs to them.



PARTICIPATORY LEARNING

> ***"There is nothing more difficult, more perilous, or more uncertain of success, than to take the lead in introducing a new order of things."***
>
> ***Prince Machiavelli***

Alvin Toffler (1980) wrote about a third wave overtaking our society, moving us from an industrial to a knowledge society. Just as the movement from an agricultural to an industrial society created economic, political, social, and cultural upheaval, we are currently experiencing an unsettling of the familiar and the emergence of a new paradigm.

This transitory period is fraught with uncertainty, challenging conventional archetypes that form the basis of much of our behavior. We exist with tension between behaviors that have served us well in the past and behaviors that we must learn in order to adapt to the new order of things.

An image borrowed from the field of counseling is represented by Figure 1 and may help to conceptualize the tension of living in a transitory period of history. It depicts a large rubber band that is attached to a post behind us — labeled the past — and a second rubber band that is attached to a post in front of us — labeled the future.

Figure 1: Tension Between Past and Future

As we move toward new behaviors that are tied to the future, we encounter resistance from our past learnings. And, as we resort to using the familiar, tried, and true methods of the past, we feel the tension created by necessities of the new order. In effect, transition creates a tension between past and future.

The third wave is changing how organizations operate. A major paradigm shift is occurring as organizations emphasize learning and adapting to high velocity environments. The greater the rate of change and complexity within an organization, the greater the need for adaptability and quick reaction time. Top-down, mechanistic organizations are giving way to participatory, organic structures.

The traditional learning model of teacher-imparted knowledge with an emphasis on discrete, low-level skills, content, and a decontextualized approach to learning is not compatible with the requirements of workplaces and classrooms in today's world (Jones, Valdez, Nowakowski, & Rasmussen, 1996).

Critical systems and strategic thinking skills, and the ability to deal with diverse contexts and collaborate are today's learning needs. The roles of the learner

and teacher have changed from passive receivers of knowledge and information givers, respectively, to that of colearners.

Active learning with an emphasis on process is replacing the content orientation of traditional schools. The key is participation. Participation is a process through which stakeholders influence and share control over development initiatives and the decisions and resources that affect them (World Bank, 1996).

> ***"Through participation, we lost 'control' of the project and in so doing gained ownership and sustainability, precious things in our business."***
>
> ***World Bank Task Manager***

Participation of stakeholders was a guiding principle in the design and implementation of Ohio's Javits Project. Stakeholders were identified as parents, regular classroom teachers, coordinators of programs for gifted and talented students, building administrators, and community representatives.

Starting with the creation of the advisory committee and principal-led building teams (Ohio Department of Education, 1996), efforts were made to involve stakeholders in all phases of the project (see Figure 2). This involvement was characterized by members influencing and sharing control over the development of initiatives and the decisions and resources that affected them.

Figure 2: Involvement of Stakeholders

Stakeholders	Advisory Committee	Building Teams	Intensive Training Workshops	Awareness Meetings
Parents	~ members	29 members	29 participants	317 participants
Teachers	5 members	93 members	~75 participants	262 participants
Coordinators	~ members	10 members	10 participants	10 participants
Administrators	6 members	25 members	23 participants	25 participants
State Officials	5 members	0 members	5 participants	0 participants
Community Representatives	5 members	2 members	2 participants	20 participants
University Representatives	3 members	0 members	5 participants	0 participants

Proponents of total quality management, such as Deming (1986), Byham and Cox (1988), Senge (1990), and Argyris (1978) emphasize the importance of grassroots efforts at change within organizations. Enforcing top-down policies in a highly individualized, complex, rapidly changing environment is impractical, stifling learning and generative thinking at the level closest to the issues under study or discussion. Cunningham and Gresso (1995) point out that substantial educational reform grows in the hearts and minds of those who have a stake in the outcome.

Early in the Project, the Javits project staff cast its role as facilitators and co-learners with the building-level teams. Formative evaluation was conducted throughout the Project to allow project staff to respond to the learning needs

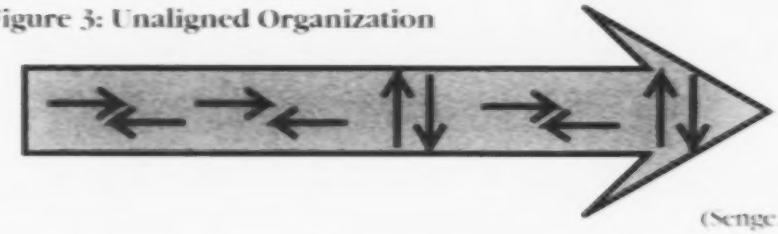
of building-team members. Training was designed to familiarize team members with alternative models of identification, various approaches to providing services, resources within the community that could be utilized, and characteristics and needs of underidentified/underserved gifted and talented students. Before teams could benefit, however, there needed to be alignment within the teams.

Creating Shared Vision

As part of his conceptualization of the learning organization, Peter Senge (1990) discusses the need for alignment in organizations in order for team learning to occur and shared vision to develop. In addition to team learning and shared vision, three other disciplines constitute the learning organization — mental models, personal mastery, and systems thinking (Senge, 1990).

Figure 3 demonstrates the forces at work in an unaligned organization. Rather than maximizing effort through collaboration and cooperation, energy is expended in competing and working against one another.

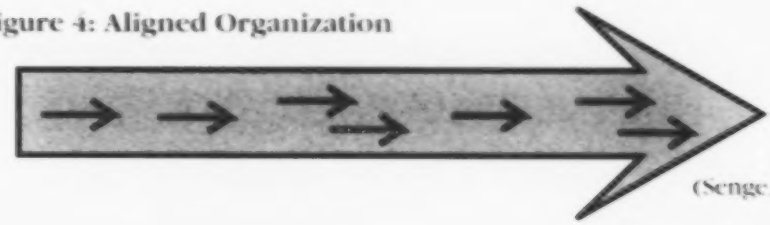
Figure 3: Unaligned Organization



(Senge, 1990)

Figure 4 illustrates an aligned organization, characterized by cooperation and collaboration, where energy is used to move the organization in an agreed-upon direction. Shared vision exists regarding the organization's goals and priorities.

Figure 4: Aligned Organization



(Senge, 1990)

As a first step, the Javits staff allowed time for team members to meet and talk about teaching, learning, and their experiences with gifted students. One principal commented that this was the first time in his 25 years in education that he had ever talked about the educational needs of high-ability students. The purpose of creating building teams was to build a shared vision, providing the opportunity for team members to begin to construct new mental models of how learning occurs.

Each of us has mental models that are internal images of how the world works. These mental models include our explicit and tacit understandings of the world. Argyris (1978) writes of "espoused theories" or the explicit understandings that we give voice to as we advocate for how things should be. However, our "theories in use" or tacit knowledge betray our espoused views, leading to cognitive dissonance.

The goal of the Project was to encourage building team members to make their mental models explicit through dialogue with one another and by keeping journals in which they reflected upon their practice in the classroom. Making mental models explicit provided an opportunity to accelerate learning. Having team members challenge constructively each other's assumptions about learning and teaching through dialogue, versus discussion, allows for an examination of ideas as hypotheses to test and evaluate (Isaacs, 1993). Through surfacing our mental models we begin to move toward constructing shared visions.

An example of a mental model that changed as a result of dialogue and reflection was how teachers looked at intelligence. Teachers began to look at students differently and search for different intelligences. Clearly, this kind of transformation is exemplified by the following comment made by a teacher in Toledo:

> *There is a third grade student, Marlon, who is repeating at this time. Through the knowledge I have gained through the project, I feel this child is a gifted learner. He can verbally recall most of the information from his first time in third grade. He is artistically talented. I used this knowledge to reinforce good work habits. When his work is completed, he is given paper and time to draw. I had him help with bulletin boards as a reward. He is also gifted in the area of mathematics. His problem-solving skills for challenging activities are great.*

While one might question the carrot and stick approach of using the child's interests and abilities as reinforcement, this teacher is looking at Marlon in a different way. Looking beyond the area of "superior cognitive" ability to define giftedness, she has begun to recognize students' gifts in other areas such as creativity, arts, leadership, and social relationships.

Shared vision builds upon the personal vision that each of us has regarding the future. Organizations that are successful in creating shared vision work at getting commitment and enrollment rather than just compliance (Senge, 1990). Commitment and enrollment result from the shared vision that is connected to the personal visions of the team or organization; they are not constructed by management and posted in the lobby of the building. Rather, they are a product of the interaction of individual visions. The process of creating a vision is just as important as the product.

Team Learning

> ***"Some of the most effective consultants your organization could ever hire are already working for you."***
>
> ***Clemmer (1992)***

The concept of team learning builds upon the following principles of adult learning (Dixon, 1994):

- Adults learn best from one another;
- Adults learn from reflecting on how they are addressing real problems;
- Adults learn when they are able to question the assumptions on which their actions are based; and
- Adults learn when they receive accurate feedback from others and from the results of their problem-solving actions.

Underlying these principles is the belief that learning improves when the learner is an active participant in the educational process.

Knowles (1990) introduced the concept of andragogy — or how adults learn — as a response to pedagogy, or how children learn. In his later work, he began to see that the concept of andragogy was applicable to children and that the real difference between andragogy and pedagogy was the difference between learner-centered education and teacher-centered education. Knowles believed that adults bring a rich and deep accumulation of life experiences to their learning and that they learn best when their life experience is utilized. He also suggested that adults learn best with a problem-solving approach. Adults want immediate application of their learning and they want to see that it has meaning in the real world. A key principle to adult learning is that it is voluntary.

Another underlying assumption is that those closest to the issues are in the best position to address them. Whiteley (1991) uses the phrase "iceberg of ignorance" to illustrate that the closer one is to the top of the organization, the less one can see of the problems. The following numbers illustrate this phenomenon:

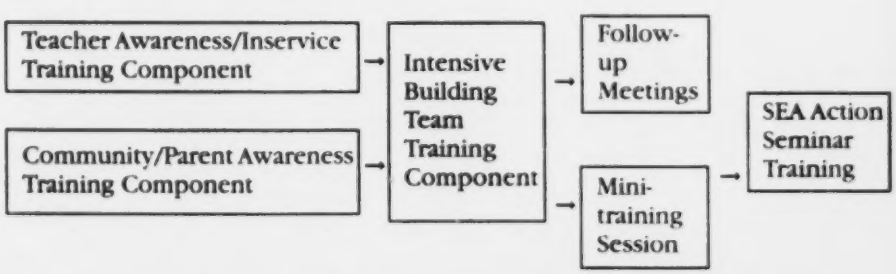
- Problems known to top managers: 4%
- Problems known to general supervisors: 9%
- Problems known to supervisors: 74%
- Problems known to rank-and-file employees: 100%

The closest "rank-and-file" employee in the school is the regular classroom teacher. The Project allowed these teachers to be internal consultants and to work as a team to develop new models for identifying and providing services to gifted students. As internal consultants, they were in an excellent position to help share their learnings with other teachers within and across buildings in their district.

Learning Together

There were five project components, progressing from awareness and general inservice training to intensive training and action seminars, as illustrated in Figure 5.

Figure 5: Project Training Components



Awareness Workshops

The initial workshops included the community/parent awareness component, and the teacher awareness/inservice component, and were conducted during January and February of 1993. The purpose of this training component was to increase awareness and prompt a call for action to meet the educational needs of gifted and talented students on the part of parents, community representatives, and school personnel in the five targeted urban and Appalachian centers in Ohio.

Javits project staff spent the equivalent of one and one half days at each of the 25 building sites. During the day, structured interviews were conducted with administrators, teachers, parents, and community representatives.[1] Immediately following the school day, an awareness session was held for primary-level teachers from the target building being visited. Later in the evening, a meeting was held for parents and community representatives (see Figure 6).

Figure 6: Awareness/Inservice Training Agenda

Teacher Awareness/Inservice Training	
3:15 p.m.	Registration
3:30 p.m.	Introductions and Welcome *Building Principal*
3:40 p.m.	Who are the Javits Children? *Javits Staff*
4:20 p.m.	Priorities of the Javits Project
4:30 p.m.	How Can Schools Work with Parents to Develop and Hold High Expectations for Students?
5:00 p.m.	Questions Meeting Evaluation
5:20 p.m.	Concluding Comments *District Coordinator of Gifted and Talented Programs*

Community/Parent Awareness Training	
5:45 p.m.	Registration
6:00 p.m.	Introductions and Welcome *Building Principal*
6:10 p.m.	Who are the Javits Children? *Javits Staff*
6:50 p.m.	Priorities of the Javits Project
7:00 p.m.	How Can Parents and Community Members Work with Schools to Develop and Hold High Expectations for Students?
7:30 p.m.	Questions Meeting Evaluation
7:50 p.m.	Concluding Comments *District Coordinator of Gifted and Talented Programs*

Activities were designed to involve the attendees as active participants throughout the meeting. A simulation activity requiring participants to identif and select students for gifted and talented programs was used to illustrate cha acteristics of children targeted through the Javits Project.

[1]The document *Structured Interview Guides for Ohio Javits Grant Needs Assessment* is available from the Division of Special Education, Ohio Department of Educatic

Small- and large-group discussion encouraged participants to problem-solve using their own life experiences. One activity that resulted in a great deal of discussion among the participants was the application of a checklist of characteristics of young and gifted students to children they knew. Usually, as a result of this activity and the simulation activity, participants began to broaden their understanding of giftedness as something that exists in many ways.

Intensive Training on Identification

During years two and three of the Project, two-day intensive workshops were held in the fall. The focus of the first workshop was on alternative identification methods, while the focus of the second was on providing services to gifted and talented students in the regular classroom.

Year one's two-day training took place on October 26-27, 1993 (see Figure 7) and was held at the Adventure Education Center at Camp Mary Orton and at the Hilton Inn North in Worthington, Ohio.

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Figure 7: Agenda for Year-Two Intensive Training

Agenda
Javits Project
Building Team Training
October 26 & 27, 1993
Hilton Inn North, Worthington, Ohio 43085

Tuesday, October 26, 1993

10:30 A.M.	Registration at Camp Mary Orton
11:00 A.M.	Introduction and Welcome Dr. Thomas Stephens, Executive Director School Study Council of Ohio
11:30 A.M.	Lunch
12:30 P.M.	Team Building Activities - Adventure Education Center Staff
4:30 P.M.	Conclude activities and adjourn to the Hilton Inn for check in and rejuvenation
6:00 P.M.	Dinner
7:30 P.M.	Concurrent Sessions Session for parents - Dr. Joan Wolf, University of Utah Session for educators - Adventure Education Center Staff
9:00 P.M.	Adjourn

Wednesday, October 27, 1993

8:00 A.M.	Breakfast Coffee, Tea, Juice, Danish
8:30 A.M.	Session on Collaboration Dr. Joan Wolf and Dr. Thomas Stephens
9:15 A.M.	Identification Dr. Joan Wolf
10:15 A.M.	Break
10:30 A.M.	Home/School Collaboration Dr. Joan Wolf and Dr. Thomas Stephens
12:00 P.M.	Lunch
1:00 P.M.	Information Fair Eleven stations for you to visit and receive information
2:15 P.M.	Break
2:30 P.M.	Building Team Sessions Share information and plan future action
3:20 P.M.	Wrap Up
4:30 P.M.	Adjourn

Trust Exercise

One of the major goals of the training was to break down the traditional roles of team members as parents, administrators, and teachers, and build a team comprised of members who interacted as equals.

The Javits staff worked with Dr. Charles Mann and his staff at the Adventure Education Center to develop team-building activities that would encourage cooperation and collaboration. This was the most popular part of the intensive training component.

Activities consisted of low ropes activities and problem-solving activities that encouraged creative thinking, cooperation, and collaboration.

The Adventure Education Center also facilitated an evening session during which team members were taught how to use similiar activities with children in their home schools. Instructors worked with elementary-age students to demonstrate these activities for conference attendees.

Dr. Thomas M. Stephens, executive director of the School Study Council of Ohio, and Dr. Joan Wolf of the University of Utah, presented information around the themes of collaboration and alternative methods of identification. In addition to these large-group presentations, an information fair was held to provide materials on topics such as curriculum, underachieving gifted, portfolio assessment, parent advocacy, gifted students in the regular classroom, and culturally diverse populations.

Web Exercise

Participants also received a four-inch thick binder of resource material compiled by Helen Epps of the Columbus City School District. Under a special contract from the Javits Project, Ms. Epps assembled *A Resource Packet for the Identification of Young Gifted Children*, which included information on the general growth and development of young children, characteristics of gifted students, ethnic/cultural traits of young children, identification techniques and parental involvement.

Since the target of the Project was underserved populations, including but not limited to children who are economically disadvantaged, the packet included information regarding cultural traits of specific ethnic groups to help in the identification process.

Care was taken to emphasize that differences within groups can be greater than differences between groups. Strengths and weaknesses, and the validity of various traditional and nontraditional methods of identification, were reviewed.

The conference evaluations completed by the attendees helped cement the Javits project staff's commitment toward participatory staff development for the building teams. Building-level teams expressed a strong preference for interactive sessions over large-group presentations. They also wanted more time for team members to work with one another and with members of other teams.

In addition to building team cohesiveness and creating a climate for collaboration, the intensive training was designed to increase participants' awareness of giftedness and identification methods. The follow-up activity instructed building teams to construct their own models for identification.

Follow-up Meetings with Building Teams - Year Two

Four half-day sessions were scheduled as follow-up meetings in each of the five sites. These sessions were scheduled from November to May with a meeting occurring approximately every other month. Believing that professional development should be ongoing, the project staff met with the building teams throughout the school year to facilitate and provide technical assistance to participants as they developed their action plans for the identification of gifted and talented young students.

A second purpose of the follow-up meetings was to provide an avenue for formative evaluation to allow for midcourse adjustments in the implementation of project activities.

Appendix D indicates the methods developed by the 25 buildings for the identification of young gifted students. It should be noted that all of the sites engaged in multifactored assessment. While a few schools chose to use standardized testing, other supplemental forms of identification were also used.

Methods of identification included the use of portfolio assessment, peer nomination, teacher nomination, self nomination, parental nomination, teacher observation, checklists and interest surveys, screening committees, alternative tests, and dialogue journals.

These half-day meetings provided an opportunity for teams to share their learnings with one another and to test new ideas with their colleagues. Javits staff served in a facilitator/consultant role, assisting building team members in finding resources or information.

Intensive Training on Providing Services

The third-year intensive training, *Teaming for Services*, took place on October 3-4, 1994, at the Dublin Stouffer Hotel in Dublin, Ohio (see Figure 8). This conference was structured so that nine concurrent workshops, covering 31 topics, were offered to participants (see Appendix E). Most topics were offered twice to allow as many as possible to attend. The emphasis of this conference was on providing strategies for use in meeting the needs of gifted and talented students in the regular classroom.

Based on the feedback received from the participants of the first intensive training conference, conference planners attempted to recruit presenters from regular classroom settings. Also, in response to participant requests, time was set aside for teachers, coordinators, parents, and administrators to meet in individual sessions.

Roundtable sessions were provided so that teams could share their ideas and products with one another. An open forum session allowed building teams to meet and work on Javits activities and action plans.

Parents were encouraged to attend special workshops on parent advocacy, stress management, and working with school personnel. Teachers and administrators were encouraged to attend sessions on parent/school collaboration and how to work with parents.

The response to this conference, based on the evaluation results, was very favorable. Participants indicated that having hands-on, interactive sessions was very helpful for learning new strategies for use in the classroom. They expressed their approval of sessions that stressed practical ideas and presenters who were "from the trenches."

Throughout the first two project years, participants expressed a sense of urgency in getting to the actual "doing" or work with students. The building teams left the third-year intensive training energized and eager to implement the action plans they had developed. The building-level action plans incorpo-

Figure 8: Agenda for Year-Three Intensive Training

	1 Room 150	2 Room 170	3 Room 175	4 Metro Room	5 Zenas Hutchinson	6 Daniel Wright	7 Holcomb Tuller	8 Geo. Ebey	9 Lucy Chapman	10
11-12	O S	P E	E S	N S	I I	N O	G N			
12-1	L	U	N	C	H					
1-2:30	Coordinator General Session	Administrator General Session	Parents General Session	Teachers General Session						
2:40-4:00	Standards Update ODE Staff	Learning Styles (4MAT) Sylvia Piper	Music/Art Phyllis Tachco	Portfolio Assessment Colleen Huckabee	Learning/ Teaching Styles-Af. Am. Focus Rosa Lockwood	Lang. Arts Differentiation Susie Shaffer	Math Differentiation Dave Kowalka	Open Forum	Ohio Technology Peggy Kasten	
4-4:15	B	R	E	A	K					
4:15-5:45	Standards Update ODE Staff	Learning Styles (4MAT) Sylvia Piper	Music/Art Phyllis Tachco			Lang. Arts Differentiation Susie Shaffer	Math Differentiation Dave Kowalka	Open Forum	Ohio Technology Peggy Kasten	
6:30-7:30	D	I	N	N	E	R				
7:30-8:30	B	R	E	A	K	F	A	S	T	
8:30-10:00	S.T.E.P. Rose Baublitz	Modern Inservice Wayne West	Multiple Intelligence Stephanie Callahan	Working Effectively with School Personnel Joan Wolf	Multi-age Classes-Panel Dis. Sue Amidon	Ad. Camp Camp Staff	Science Differentiation Joyce Yates	Open Forum	Is it "Collaborative Education or Gifted Inclusion? Dan Tussey	
10:10-11:30	S.T.E.P. Rose Baublitz	Modern Inservice Wayne West	Multiple Intelligence Stephanie Callahan	Working Effectively with Parents Joan Wolf	Multi-age Classes-Panel Dis. Sue Amidon	Ad. Camp Camp Staff	Science Differentiation Joyce Yates	Parent Adv. for Parents Colleen Grady	Is it "Collaborative Education or Gifted Inclusion? Dan Tussey	
11:30-12:30	L	U	N	C	H					
12:30-2:00	Program Evaluation R. H. Swassing	Modern Inservice Wayne West	Social Studies Kay Noble Jean Williams Sue Wightman	Stress and Giftedness: Ways to Cope Joan Wolf	Sharing Roundtables	Acceleration Thomas Stephens	Working with Underachieving Gifted LD Denise Boldman	Involving Parents in Sch. Dec. Making Colleen Grady	Learning/ Teaching Styles-Af. Am. Focus Rosa Lockwood	
2-2:15	B	R	E	A	K					
2:15-3:45	Program Evaluation R. H. Swassing	Modern Inservice Wayne West	Social Studies Kay Noble Jean Williams Sue Wightman	Stress and Giftedness: Ways to Cope Joan Wolf	Sharing Roundtables	Acceleration Thomas Stephens	Working with Underachieving Gifted LD Denise Boldman	Open Forum Colleen Grady	Early Entrance-Young Gifted Sandy Miller	
3:45-6:30	C S	L E	O S	S S	I I	N O	G N			

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rated members' shared vision of services for those students identified the previous year.

Follow-up Meetings with Building Teams - Year Three

Like project year two, four half-day sessions were scheduled at each of the five sites. The focus for these sessions was to further develop strategies for providing services in the regular classroom to identified gifted and talented students.

Grant money was given to each of the buildings during year one and two of the Project to purchase materials to help differentiate instruction for gifted students. Building teams used the follow-up sessions to share teaching units they had developed and, in general, to become more familiar with how those units could be utilized in their classrooms. Action plans for providing services to gifted and talented students were updated and refined.

The follow-up sessions were also used to brainstorm ideas for the mini-training sessions that each site conducted and to keep the Project alive in their buildings/district beyond the Javits funding period.

The responsiblity for planning and conducting these follow-up meetings was shared by the coordinators and the building teams. The major role of the Javits staff was to advise and assist, whenever appropriate. Javits staff members did provide some training on how to keep journal records and on how to prepare for the longitudinal case study required as part of the project evaluation.

As part of empowering the building teams to make changes in instructional models and to modify the regular education environment to meet the individual needs of gifted youngsters, the Project provided funds to each of the five sites to design and implement their own mini-training sessions.

Mini-training Sessions

The mini-training sessions at each of the five sites were custom-designed to meet identified team development needs. Many of the sites decided to expand the training to include all primary or building teachers. Following is a summary of the training that took place at each site:

Akron

Dave Kowalka, Ashland City Schools, conducted a two-hour workshop on observation skills, and science and math activities. He demonstrated and involved participants in hands-on activities that they could replicate in their own classrooms.

Dr. Jim Delisle, Kent State University, provided training on service delivery strategies. Case studies utilizing portfolio assessments and materials for differentiating curricula were presented.

Athens County Area Schools

Dr. Carol Tomlinson, University of Virginia, conducted a workshop on differentiation of instruction and curriculum. One of the participating buildings captialized on Dr. Tomlinson's visit and provided a consecutive workshop for all staff.

Cincinnati Public Schools

Tish Saggar and Kim Spencer, Cincinnati Public School (CPS) teachers and instructors in the *Center for Young Scholars* program at the University of Cincinnati, conducted a workshop on science and mathematics. Emphasis was on hands-on activities that encourage and develop critical and scientific levels of thinking.

Linda Oelker, teacher and Sayler Park Javits Building Team member, conducted a workshop on changing the traditional-styled classroom into one that involves students in learning practical solutions.

Jennifer Tribble, teacher and South Avondale Building Team member, conducted a workshop on increasing parent involvement.

Dave Kowalka, Ashland City Schools, conducted a workshop on math enrichment.

Jeanette Tye and Ann Plymesser, teachers and South Avondale Building Team members, conducted a workshop on multi-age classes.

M. Alice Callier, consultant to Cincinnati City's Model Project, conducted a workshop on multiple intelligences.

Dr. Susan Hansford, coordinator of gifted education in Cleveland Heights-University Heights City Schools, conducted a workshop on underachieving gifted children.

Toledo City Schools

Dave Kowalka, Ashland City Schools, conducted a workshop on extending the mathematics curriculum.

Dr. Bessie Duncan, Detroit City Schools, conducted a workshop on working with at-risk gifted and talented students.

Youngstown City Schools

Dave Kowalka, Ashland City Schools, and Dr. Phil Ginnetti, Youngstown State University, conducted workshops on differentiation activities in the regular classroom.

The mini-training sessions provided opportunities for building teams to receive assistance on the particular issues with which they were struggling in their classrooms. All of the mini-training sessions sought to involve the teachers as participatory learners.

"Institutionalization" Meetings

The term *institutionalization* was used to designate activities that would extend the project activities beyond the three-year funding period. Each site was encouraged to develop a plan for continuing its activities for providing services to gifted and talented students in the regular classroom.

Building teams analyzed internal resources (e.g., building team members as trainers, parents as advocates, support from central office leaders) and external resources (e.g., partnerships with universities, museums, businesses, and community organizations). Funds were provided to each site for the purpose of conducting a meeting to formalize and gain support for its institutionalization plans before the school year ended in the spring of 1995.

The activities were wide and varied among the sites. Toledo had formed a partnership throughout the three-year project with the University of Toledo and The Toledo Museum of Art. University personnel assisted the Javits teams in that site by holding workshops with parents on planning for their children's college education, providing assistance in integrating the arts into the curriculum, and assisting building teams in developing strategies for differentiating curriculum.

The Toledo Museum of Art provided enrichment opportunities by hosting visits to the museum and by bringing visiting artists to the schools. To express appre-

ciation to their community partners for their past efforts, and to cement future joint activities, the Toledo Javits Project hosted an appreciation luncheon for all stakeholders.

Akron City Schools held a breakfast meeting for invitees from the Javits buildings, the major newspaper (*Akron Beacon Journal*), Inventure Place, the district Parent Teacher Association (PTA), and the University of Akron, and school board members, community organization leaders, parents, and district central office personnel.

The purpose of the meeting was to brainstorm suggestions for improving gifted education and spreading the project activities throughout the entire city. Suggestions made were grouped into six categories: funding ideas, time for planning, required inservice for staff, community involvement, parent involvement, and resource people and materials (see Appendix F).

Youngstown City Schools held a luncheon meeting that involved teachers, business leaders, school administrators, parents, school board members, and representatives of organizatons such as the art institute. The participants, who broke into small groups to discuss how the Javits Project could be continued, recommended that 1) the strong parent groups that were developed be used to advocate; 2) Javits materials be made available to as many teachers as possible; 3) the business community be involved; 4) staff development be continued; and 5) efforts be made to build on the Great Books Foundation.

Similar meetings were held by Federal Hocking Local Schools, Nelsonville-York City Schools, and Cincinnati Public Schools. Cincinnati chose to hold individual building meetings to discuss how the work of the Project could be continued.

The common element of each plan developed by the different sites was *inclusivity*. Each site sought to continue to involve all of the stakeholders in continuing the activities of the Project, and spreading them to others in the building or throughout the district. A major benefit of the participatory approach was that "ownership" resided with the teams. As a result, an impetus and incentive exists at the local level to continue the work started through Ohio's Javits Project.

As part of "spreading the word," the Javits staff conducted workshops with several groups, including the Council for Exceptional Children, the Ohio Parent and Teachers Association, and the Ohio Consortium of Gifted Coordinators. In order to begin a dialogue about and plan for the future of gifted education in Ohio and across the nation, the Ohio Javits Project also hosted an Action Seminar for state education agency (SEA) personnel responsible for gifted and talented programs.

SEA Action Seminar

The purpose of the SEA action seminar was twofold: (1) to provide state representatives with information about the Ohio Javits Project; and (2) to provide a forum for talking about issues and strategies for improving identification and service delivery to gifted children.

The action seminar, which was held in Washington, DC on December 6, 1994, was designed and coordinated by Nancy Hamant, Ohio Department of Education (ODE) consultant for the Javits Project, and Sheila Draper, project director with the Alexandria, Virginia-based National Association of State Directors of Special Education.

The meeting was held at the Academy for Educational Development. Thirty-four participants from 27 states and American Samoa attended the meeting, which was facilitated by Patricia A. Place, Ph.D.

A publication titled, *Similitude! Energy! Change!*[1], describes the meeting process, lists issues that were identified and prioritized, lists strategies that were recommended, and provides suggested action steps necessary to continue the process begun during this meeting.

Participants discovered that, regardless of the size or demography of their state, they were dealing with similar issues and challenges as they worked to meet the needs of gifted and talented students.

Change is the desired outcome of any action seminar. Suggested action steps for continuing the change process started by SEA personnel during the action seminar included the following recommendations:

- State education directors for gifted and talented programs must create a means for communicating, dialoging, and meeting with one another to more effectively meet the needs of gifted and talented students nationwide.
- The group should consolidate the findings of the projects, research, and pilot programs that have been done individually by the states so that the group can build on what has already been accomplished.
- SEA directors should develop and publish best practice models for identifying and providing services to gifted students.
- SEA directors should endorse and provide support for the adoption of the national standards for a more challenging curriculum for all students.
- SEA directors should define and set markers that delineate appropriate services for gifted students.
- A forum needs to be created that allows SEA directors and preservice/inservice providers to narrow the gap between practice in the field and what is being taught in professional development courses.
- SEA directors need to advocate for continued U.S. Department of Education leadership and involvement in assuring support for gifted and talented students.

As key stakeholders in policymaking agencies, state directors influence how gifted students are served in their respective states. By pooling their knowledge, energy, and skills, state directors can serve as a clearinghouse, providing information on what is happening across the nation in gifted education. By doing so, they could aid teachers, parents, and researchers who are interested in promoting best practices in gifted education.

Learning in Action

A major goal of the Javits Project's professional development activities was to empower parents and regular classroom teachers to change conditions within the schools to meet the educational needs of gifted and talented students. A by-product was the change in how teachers viewed *all* students and their own practice of teaching.

[1]A copy of the publication, *Similitude! Energy! Change!* is available from the Division of Special Education, Ohio Department of Education.

The following comments from two participating teachers captured the reaction of many of the teachers who participated in the Javits Project:

> *As I look around my classroom today and reflect on this school year, I realize that I have grown as a teacher. Children are working "contracts"... each child is working at his own ability.*
>
> *I also learned that when targeted "Javits" students were introduced and involved in an enrichment or challenging project, all students became interested and either automatically involved themselves or asked if they could join in.*

By providing services to gifted students in the regular classroom as an option among the full range of services, the separation of gifted education and regular education has been eliminated. A partnership can be formed that has mutual benefits for all concerned. The strategies of differentiating, compacting, and extending curriculum allow for every child to work at his or her own ability level, maximizing each child's opportunity for success.

The participatory model utilized by the Javits Project allowed for learning to emerge from the experiences of the participants. Teachers and parents were encouraged to generate their own discoveries as they collaborated and worked toward more inclusive identification methods and service delivery models.

Mental models of what constitutes giftedness, teaching, and learning, and the roles of parents and educators were challenged and many times transformed. Shared vision and team learning generated impressive accomplishments, highlighted in the third publication *Windows of Opportunity: Changes from Within*.

To paraphrase Jim Clemmer (1992), the Javits Project discovered that the most effective consultants we could ever hire were already working in our buildings. Parents and teachers can be the best change agents for improving the conditions that contribute to students' learning if given the time, resources, and encouragement.

Best Practices

- Stimulate and support site-based initiatives. Allow for building initiatives to develop. Local initiatives are more likely to have greater impact on practice.
- Support teacher initiatives, as well as school, district, or state initiatives. They represent excellent and cost-effective methods for involving more teachers in serious professional development activities.
- Use the expectations that parents, teachers, and community members have for students to shape professional development.
- Demonstrate respect for parents and teachers as knowledgeable experts and adult learners.
- Provide sufficient time and support for teachers and parents to master and integrate new content into their practice.
- Support building-level efforts to involve parents as "equal" decision-makers for education. Parents should be involved in policymaking processes, as well as implementation and evaluation processes.

- Examine critically mental models through the use of dialogue in order to surface tacit knowledge and to reduce the gap between our espoused theories and our theories in use.
- Develop a shared vision from the individual visions of the participants.
- Model a learner-centered approach to staff development. Participants are more likely to transfer learner-centered practices to their own teaching after experiencing action learning.
- Develop a plan to make new learning part of the normal routine. New approaches should be integrated into the school's standard operation.
- Ensure alignment of the organization in order for school personnel and parents to collaborate successfully. Team learning, shared vision, and mental models are all part of aligning the organization.
- Emphasize that process is as important as product. Don't short-cut the process by being in a hurry to get to the "doing." Learning occurs during the journey, not only when arriving at the destination.
- Involve all stakeholders in order to create "ownership" of the process.
- Engage in activities that break down structured roles. Titles and roles inhibit leadership from emerging from the group.
- Involve the participants in the planning of training conferences or activities.
- Recognize that common planning time is key to successful collaboration efforts.
- Encourage knowledge development, as opposed to knowledge receiving.
- Provide for ongoing staff development as an integral part of continuous improvement. "One-shot" workshops encourage passive learning, rather than active learning.
- Use available resources, such as universities, businesses, and community organizations, as partners in developing educational programs.
- Include the adult learning principles of building on experiences, using a problem-solving focus, and allowing for immediate application and voluntariness in professional development approaches.
- Support risk-taking and informed dissent to encourage critical thinking, the evaluation of alternatives, and the examination of underlying assumptions.

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Appendix A: Ohio Javits Grant Abstract

The intent of this Project is to improve methods for identifying and providing services to young (K-3) gifted children who are economically disadvantaged through the development of a replicable inservice training model.

The Project targets five sites in Ohio with exceptionally large populations of economically disadvantaged students: three urban sites (Youngstown City, Akron City, and Toledo City schools), one urban/Appalachian site (Cincinnati City Schools), and one Appalachian site (Alexander Local Schools, Federal Hocking Local Schools, and Nelsonville-York City Schools).

Specifically, the Project will

(a) Increase parents' involvement in their children's education by creating widespread community/parent awareness of the needs and characteristics of young gifted children;

(b) Provide inservice training to elementary teaching staff in improving individualized instruction within the regular classroom to accommodate young gifted children; and

(c) Provide intensive training over the course of two years to 25 (five buildings within each of the five sites) principal-led building teams in the identification of and provision of appropriate services to young gifted children who are economically disadvantaged. A parent of a gifted child will be a full member of each team.

Replication of the project model will be facilitated through ongoing dissemination of relevant information and through a national action seminar held for state education agency (SEA) personnel whose primary responsibility lies in the area of gifted education.

This Project targets key components of school restructuring at state and national levels in the areas of (1) achieving significantly higher levels of performance from all students, (2) assuring that every child has an advocate, and (3) empowering school-based staff to play a major role in instructional decision making.

The Ohio Department of Education (ODE) is in a unique position to provide the type of leadership and technical assistance needed to support meaningful educational change at the local school district level. ODE can facilitate interagency collaboration to improve educational programs for gifted youngsters, creating partnerships between schools and such statewide organizations as the Ohio Association of Elementary School Administrators, the Ohio Parent and Teacher Association (PTA), and the Ohio Council of Urban League Directors.

Dissemination of best practices on a state and national basis can best be achieved through the SEA. Equally important, this Project will strengthen ODE's capacity to establish a regional structure for providing preservice and inservice training programs in the area of gifted education.

Appendix B: Participating Buildings and Sites

Athens Area Schools

Alexander Elementary School
5149 Alton Street
Albany, Ohio 45710

Amesville Elementary School
State Route 329 North
Amesville, Ohio 45711

Coolville Elementary School
Main Street
Coolville, Ohio 45723

Nelsonville Elementary School
Pinegrove Drive
Nelsonville, Ohio 45764

York Elementary School
1 Buckeye Drive
Nelsonville, Ohio 45764

Akron City Schools

Barrett Academy
888 Jonathan Avenue
Akron, Ohio 44306

Erie Island Montesorri School
1532 Peckham Avenue
Akron, Ohio 44320

Glover Elementary School
935 Hammel Street
Akron, Ohio 44306

Harris Elementary School
959 Dayton Street
Akron, Ohio 44310

Stewart Primary School
1199 Wooster Avenue
Akron, Ohio 44307

Cincinnati City Schools

Heberle Elementary School
2015 Freeman Avenue
Cincinnati, Ohio 45214

Roll Hill Elementary School
2411 Baltimore Avenue
Cincinnati, Ohio 45225

Sayler Park Elementary School
6700 Home City Avenue
Cincinnati, Ohio 45233

Silverton Elementary School
6829 Stewart Road
Cincinnati, Ohio 45236

South Avondale Elementary School
636 Prospect Place
Cincinnati, Ohio 45229

Toledo City Schools

Cherry Elementary School
3348 Cherry Street
Toledo, Ohio 43608

Fulton Elementary School
333 Melrose Avenue
Toledo, Ohio 43610

Navarre Elementary School
410 Navarre Avenue
Toledo, Ohio 43605

Sherman Elementary School
731 Sherman Street
Toledo, Ohio 43608

Stewart Elementary School
707 Avondale Avenue
Toledo, Ohio 43602

Youngstown City Schools

Cleveland Elementary School
621 West Princeton
Youngstown, Ohio 44511

Harding Primary Elementary School
1903 Cordova
Youngstown, Ohio 44504

John White Elementary School
1061 Lyden Avenue
Youngstown, Ohio 44505

Roosevelt Elementary School
(closed at the end of the 94-95 school year)
1408 Riby Street
Youngstown, Ohio 44506

Williamson Primary Elementary School
58 Williamson Avenue
Youngstown, Ohio 44507

Appendix C: Building Team Members

Akron City Schools

Barrett Academy
Terry Corbin, Principal
Lora Lee Hall, Teacher
Sharon Jialanella, Teacher
Christine Matthews, Teacher
Susan Meffert, Parent
Pat Shepard, Coordinator

Erie Island Montessori School
Johnnette Curry, Principal
Denise Williams, Teacher
Roseann E. Larrow, Teacher
Janet D. Buck, Parent
Deborah L. Cobb, Teacher
Judy Greene, Parent
Susan Silver, Teacher

Glover Elementary School
Jo Anne Ray, Principal
Stefanie Stevenson, Teacher
Sheri Merriman, Teacher
Donna Hughes, Parent
Sandy Meholick, Teacher

Harris Elementary School
Robert Mittiga, Principal
Jacquelyn McGowan, Teacher
Phyllis Glass, Teacher
Diana Miles, Parent
Sharon Hall, Teacher
Frederick Zeller, Counselor

Stewart Primary School
Roytunda E. Young, Principal
Constance Kneil, Teacher
Jeananne Siegferth, Teacher
Jennifer Rodgers, Parent
Jerilyn Ingersoll, Teacher
Debbie Dobol, Counselor

Alexander Local Schools (Athens County)

Alexander Elementary School
Robert Bray, Principal
Lana Johnson, Teacher
Rhonda Meeks, Teacher
Kelli Page, Teacher
Sheila R. Ross, Teacher
Shauna Kostival, Teacher
Tracy Cantor, Teacher
M. Tracy Jageman, Coordinator

Federal Hocking Local Schools (Athens County)

Amesville Elementary School
Cindy Hartman, Principal
Maureen Evans Coon, Teacher
Cathe Blower, Teacher
Lynn Gedeon, Parent
Rosemary Butcher, Parent
Leanna Kasler, Teacher

Coolville Elementary School
Rick Martin, Principal
Marilyn Gallaher, Teacher
Jane St. Angelo, Teacher
Lorain K. Springer, Parent
Dorena Leatherwood, Teacher
George Grim, Coordinator

Nelsonville-York City Schools

Nelsonville Elementary School
Melvin Felts, Principal
Nancy Smathers, Teacher
Pauline Gaskalla, Teacher
Theresa Marsh, Parent
Jane Bishop, Teacher
Evelyn Phillips, Coordinator

York Elementary School
Tammy Hall, Principal
Donna Meade, Teacher
Angela Johnson, Parent
Tara Wilson, Teacher
Chris Johnson, Parent

Cincinnati City Schools

Heberle Elementary School
Patricia Stewart, Principal
Donna Ewald, Teacher
Lyndsey Lackney, Teacher
Dorothy Keller, Teacher
Kathleen McManus, Coordinator

Roll Hill Elementary School
Gwen E. Menifee, Principal
Esther G. Henderson, Teacher
Brenda Leach, Teacher
James Converse, Teacher

Sayler Park Elementary School
Gary J. Vale, Principal
Joann Giles, Teacher
Linda Oelker, Teacher

Diane Wessels, Parent
Darletha Wilson, Parent
Anette Gaston, Teacher
Judith Helmes, Teacher

Silver Paideia School
Henri Bradshaw, Principal
Anne Pinales, Teacher
Philip Wiley, Teacher
Bonnie Hammons, Teacher
Kimberly A. Dexter, Parent

South Avondale Elementary School
Rose Oliver Jenkins, Principal
Ann Plymesser, Teacher
Angela R. Ward, Parent
Jennifer H. Tribble, Teacher
Jeanette Tye, Teacher
J. Elaine Pearson, Teacher
M. Alice Callier, Vounteer Coordinator

Toledo City Schools

Cherry Elementary School
Gregg Libke, Principal
Olivia Carter, Teacher
Pandra Barnett, Teacher
Judy Gant, Parent
Karen Yanney, Teacher
Lisa Shoffer, Teacher

Fulton Elementary School
Eloise Carey, Principal
Jacqueline Bartels, Teacher
Nancy Krueger, Teacher
Sandra Marsh, Teacher
Relda Griffith, Teacher
Tara Tripplett, Parent
Rita Mazurek, Coordinator

Navarre Elementary School
Dawn K. Wilson, Principal
Joanne Pentsos, Teacher
Mary Smith, Teacher
Mark Harris, Parent
Karen Kerekes, Teacher
Debra Himes, Teacher
Mary Bell, Coordinator

Sherman Elementary School
Pat Black, Principal
Helen Lazette, Teacher
Minnie Bray, Teacher
Debra Henry, Parent
Laura Galati, Teacher
Audrey Williams, Teacher
Joan Schooley, Teacher

Ella P. Stewart Elementary School
Kathy Ryan, Principal
Bill Nieuwkoop, Teacher
Bonnie Kaper, Coordinator
Tina Roberts, Parent
Kathy Niehaus, Teacher
Geneva Griffin, Parent

Youngstown City Schools

Cleveland Elementary School
Edward Rakocy, Principal
Kathy Paull, Teacher
Janet Jennings, Parent
Cynthia Andrews, Teacher
Kelly Hall, Parent
Amy Shaffer, Teacher
Gloria Gilmore, Teacher
Joanne Roch, Teacher
Doris J. Perry, Teacher
Mary Warren, Teacher

Harding Primary Learning Center
Germaine Bennett, Principal
Annie P. Terry Anderson, Teacher
Jan Taylor, Teacher
Prescillton Hodge, Parent
Debra Vergallito, Teacher
Wanda R. Clark, Teacher
Edna Vazquez, Parent

John White Elementary School
Carole Prestley, Principal
Sandra Avery, Teacher
William Baun, Teacher
Traci Miller, Parent
Mary Turcola, Teacher

Roosevelt Elementary School
Runita Adams, Principal
Jeanette Tusin, Teacher
Jennifer Hardin, Teacher
Janis Doson, Parent
Marilyn Scott, Teacher
Kathleen M. Ciminero, Teacher
Maria Pappas, Coordinator

Williamson Primary Learning Center
Linda Gianoglio, Principal
Patricia Musolino, Teacher
Deborah Tabaka, Teacher
Sylvia Pierce, Parent
Sheila Livas, Teacher
Nancy Hagelbarger, Teacher
Judith Herbick, Teacher
Laurie McEwan, Teacher

Appendix D: Methods of Identification by Building

Akron City Schools	
School	**Methods of Identification**
Barrett Academy	• Teacher assessment • Parent assessment
Erie Island Montessori	• Teacher ID checklist
Glover Elementary	• WDYK and teacher form • Teacher administered instrument in grades 1-2
Harris Elementary	• Level I: Preliminary Javits ID • Level II: Javits ID of Specific Talents
Stewart Elementary	• *Kingore Observation Inventory* • Javits G/T ID checklist: Exceptional User Exceptional Learner Exceptional Generator Exceptional Motivation (includes nontraditional rating)

Athens County Area Schools	
School	**Methods of Identification**
Alexander Elementary (Alexander Local Schools)	• Portfolio of work/products using valid & reliable criteria • Written documentation from teacher or other school personnel • Written documentation from child's parents
Amesville Elementary (Federal Hocking Local Schools)	• Parent survey • Peer nomination • *Renzulli-Smith Early Childhood Checklist* • *Renzulli-Smith Grade 1-2 Checklist* • Portfolio of work • Teacher nomination • List of primary identifiers Exceptional User Exceptional Learner Exceptional Generator Exceptional Motivation
Coolville Elementary (Federal Hocking Local Schools)	• Parent survey • Peer nomination • Portfolio of work • Anecdotal records/teacher nomination • Teacher observation of students during six sample lessons
Nelsonville and York elementary schools (Nelsonville-York City Schools)	• Developmental questionnaire - parents • Interest inventory • Teacher observation of primary identifiers

Cincinnati Public Schools	
School	**Methods of Identification**
Heberle Elementary	• *California Achievement Test* scores • Recommendations of specialist teachers • Instructional assessment tests • Parent nomination
Roll Hill Elementary	• Teacher recommendation • *California Achievement Test* scores • Individual assessments team - Grades 1-3 • Student products • Parent nomination • *Einstein Achievement Test* • *DAP: Draw a Picture* • Principal nomination
Sayler Park Elementary	• *California Achievement Test* scores • Instructional assessment tests • Rubric scores (CPS grade placement and promotion standard) • Recommendation of gifted screening committee: *Torrance Test of Creative Behavior* *Slosson IQ* • Interest inventory survey • *Renzulli Rating Behavioral Characteristics of Superior Students*
Silverton Paideia	• Visual and/or performing arts accomplishments • Academic records • Group achievement tests • Individual intelligence tests • Creativity tests • Teacher observation and nomination • Self nomination • Peer nomination • Parent nomination • Outside expert nomination
South Avondale Elementary	• Gifted/talented identification packet • Nomination forms from school personnel, students, parents, community leaders • *Phase I: Baldwin Matrix* • *Torrance Test of Creative Behavior* • *California Achievement Test* • Teacher observation • Portfolios

Toledo City Schools	
School	**Methods of Identification**
Cherry Elementary	• *Kingore Observation Inventory* advanced language analytical thinking meaning motivated perspective humor sensitivity accelerated learning
Fulton Elementary	• Characteristics checklist in language arts math/creative problem-solving performing arts leadership
Navarre Elementary	• Gifted students ID form • Parent interviews and questionnaire • preassessment data • portfolio assessment • *K-1 Walker Readiness Test* • *2-3 MAT* scores
Sherman Elementary	• Identification checklist • Relevant assessment activities
Stewart Elementary	• Identification in areas of creative expression (language) innovative reasoning and logical thinking (math) thinking (math) musical expression physical movement artistic expression

Youngstown City Schools	
School	**Methods of Identification**
Cleveland Elementary	• Early admission testing and screening • *SAT* scores • Portfolio of products that indicate high ability • Observation inventory - classroom teacher • Parent ID checklist • Dialogue journal • Observation by specialist teachers
Harding Elementary	• Parent assessment at kindergarten screening
John White Elementary	• Dialogue journals • Portfolios with rating forms • *SAT* scores • *OLSAT or Kaufmann Brief Intelligence Test* • Nomination form • Parent checklist • Case studies • Referrals from specialists
Roosevelt Elementary	• Level 1: Preliminary Javits Identification • Parent inventory of skills and behavior • Interest surveys • *HUGS Identification Checklist* • Student self-profile
Williamson Primary Learning Center	• SAT • Teacher observation • Parent nomination • Art/music recommendation

Appendix E: Teaming for Services
Conference Session Descriptions

A Basketful of Language Arts Ideas

Presenter is Susan Shafer, gifted programs coordinator for Hancock County Schools. Participants will gather ideas to help provide differentiation in language arts from the presenter's basketful of suggestions. Handouts will be available.

A Multicultural Approach to Integrating Social Studies in the Curriculum

Kay Noble, principal, Jean Williams and Sue Wrightman, kindergarten teachers, Douglas Alternative Elementary School, Columbus will describe how literature, dance, music, art, and other portions of the curriculum are used to teach social studies at the primary level.

Administrators General Session

Cindy Hartman will facilitate a roundtable discussion to generate ideas to take back to the districts. Discussion will center around prioritizing time so that Javits receives emphasis, identifying teacher leaders and how to support them, how to involve parents in a meaningful role, institutionalization of Javits, and other issues. All administrators are encouraged to attend.

Adventure Education Center

Presenters will be two Adventure Education Center instructors. They will bring portable initiatives that are problem-solving activities. Teachers will be led through the initiatives and will be debriefed at the end of each initiative. A discussion of how these types of activities can be used with school-age children will follow the activities. References of activities and their uses will be provided for the teachers. Each session is limited to 25 participants.

Age and Achievement: The Case for Radical Acceleration

Presenter is Dr. Thomas Stephens, professor emeritus, The Ohio State University, and executive director of the School Study Council of Ohio. High achieving gifted students are often neglected because grade acceleration and subject acceleration are frequently not options for many of them. In this session, the case for acceleration is made along with the social and psychological barriers that are used to prevent the acceleration option.

Coordinators General Session

Session facilitator is Patricia Shepard, coordinator for Akron City Schools. This session will include problem-solving and solution finding for Javits coordinators via structured roundtable discussions. The focus shall be on the successful continuation of this project beyond the life of the grant, as well as recommendations for a continuation grant that will enable districts to replicate and institutionalize the Javits model. Gifted coordinators should attend.

Defining and Honoring Learning Style Diversity

Presenter is Sylvia Piper. This presentation will focus on the belief that the more educators and parents understand about learning style differences, the better able they will be to understand what happens in the classroom and why. In addition to creating an awareness of major learning style differences, the presenter will introduce the 4MAT cycle of learning as one way to organize instruction to intentionally honor student diversity.

Early Entrance Activities for Young Gifted Children

Presenter is Sandra Miller, consultant for the Ohio Department of Education. Information regarding the law and early entrance to kindergarten will be provided along with activities and materials for home/school use with young children.

Effective Parent Advocacy: What Parents of Gifted Children Need to Know

Colleen Grady, parent and Strongsville City Schools Board of Education member, is the presenter. What is parental advocacy and why is it important? Whether testifying before the legislature or talking to your child's teacher, parents of gifted children need to acquire the information and skills necessary to advocate for the needs of their children. This session will outline basic information about gifted students and their education, strategies for effective advocacy, and the crucial role parents play. Parents are encouraged to attend.

Evaluating Programs

Dr. R. H. Swassing, professor of Gifted Education at The Ohio State University, will be the presenter. This lecture/discussion will focus on current issues and procedures for evaluating for both formative and summative outcomes. The discussion will include both individual and program evaluations. Time for questions and discussion will be included. Administrators and program planners are encouraged to attend.

Identification of Gifted Visual and Performing Arts Students in the Elementary School

Presenters are Phyllis Tachco, coordinator of gifted programs, and Dr. Jerry Goodman, elementary music director, Granville Exempted Village Schools. Identification of elementary students in both visual and performing arts and providing service in pull-out settings, as well as in the regular classroom, will be the focus of this session.

Is it "Collaborative Education" or "Gifted Inclusion?"

Presenter is Dan Tussey, gifted coordinator for Reynoldsburg City Schools. By any other name, a rose would smell as sweet. Whether you call it "collaborating," "cooperating," "sharing," or "including," the integrated approach to gifted education brings a broader understanding of individual needs and a willingness to meet those needs. An explanation of Reynoldsburg's journey to gifted inclusion will be offered.

Mean Smiles, Dollars, Tic-Tac-Four, and a Mile of Pennies: Math for Enrichment

Dave Kowalka, principal of Grant Street Elementary School, Ashland, Ohio, will be the presenter. Participants will complete a baker's dozen of hands-on activities to integrate into their core curriculum. Humor will be mixed in with logic and problem-solving activities. Black line masters are provided to duplicate completed activities. Differentiation is the key.

Modem/Electronic Bulletin Board Inservice

This session is a demonstration of how to hook up the modem to your computer and access the Javits Electronic Bulletin Board. Each building team should send at least one member who is willing to train others on their team. The session will be repeated four times and is limited to 25 participants per session. G. Wayne West of the Javits staff will facilitate this session. All sessions will be in Room 170.

Multi-Age Classes

Dr. Sue Amidon, supervisor of enrichment programs for Columbus City Schools, will moderate a panel comprised of Kay Noble, principal of Douglas Alternative Elementary School; Marlene Beierle, resource teacher, Olde Orchard Alternative School; and Gloria Edgerton, elementary coordinator for enrichment programs. This session will focus on the use of multi-age classes to meet the needs of individual students. Experienced administrators and teachers will share strategies that work for them and their diverse students.

Multiple Intelligence: Implications for Teaching, Learning, and Assessment

Presenter is Stephanie Callahan. This overview will introduce participants to current research in the field of multiple intelligence as it affects teaching, learning, and assessment of students. Particular attention will be given to Gardner's Theory of Seven Intelligencies. Focus will be given to identification of gifted students in the regular classroom. Activities of the presentation will illustrate the use of multiple intelligences in the regular classroom.

Ohio's Model Projects for Services to Gifted Children

Presenter is M. Alice Callier, consultant to Cincinnati City's Model Project Schools. Participants will receive information about four buildings implementing K through grade 3 services in the regular classroom. Discussion will center around journal writing that supports improving services. Teachers are encouraged to attend.

Open Forum

Space is provided for either building teams or groups of parents, teachers, and administrators to meet and work on Javits activities. Due to limited space, Open Forum should be used only once by a building team. Space is available on a first-come, first-serve basis. A sign-up sheet will be posted by the front door.

Parent/School Collaboration: Increasing Parental Involvement

Studies continue to show the overwhelming benefits of parental involvement on children's academic achievement. This session looks at breaking down the barriers to parental involvement, and how parents and educators can work together to better meet the needs of gifted students. Activities and strategies that allow parents to become part of the decision-making process will be discussed. Administrators and teachers are encouraged to attend.

Parents General Session

Facilitators are Diane Miles (Harris Elementary School, Akron), Kelly Hall (Cleveland Elementary School, Youngstown), Angela Ward (South Avondale Elementary School, Cincinnati), Lynn Gedeon (Amesville Elementary School, Federal Hocking Local), and Debra Henry (Sherman Elementary School, Toledo). The parents session participants will be organized into small groups, which will be divided into three parts. Part one will involve a specific information sharing time about Javits parent groups. Part two will include general information sharing about parents' concerns. Part three will be grouped by schools so that parents can touch base with each other. All parents are encouraged to attend.

Portfolios: Identification Assessment Plus!

Colleen Huckabee, coordinator of gifted programs for Delaware City Schools will be the presenter. Increasingly, portfolios are being used to evaluate students, their work, and their achievement. In the Delaware City Schools we use portfolios to help identify gifted students in fifth grade. Tips on organization, management techniques, and what to include in portfolios will be considered.

STEP

Presenter is Rose Baublitz, coordinator of gifted and talented programs for Crawford County Local Schools, and past president of the Consortium of Gifted Coordinators. "STEP" (Systematic Training for Effective Parenting) in the right direction with positive parenting skills that work for parents of children from preschool to high school. This session is appropriate for both parents and teachers who want to incorporate STEP strategies into their classroom.

SchoolNet and Other Technology in Ohio

Dr. Peggy Kasten, Tech Center, Ohio Department of Education, will be the presenter. This session will give an overview of the new SchoolNet initiative, the state technology plan, and other technology activities in Ohio.

State of the State

Nancy Hamant and Cindy Snavely, consultants with the Ohio Department of Education, will provide an update regarding Ohio's initiatives for gifted education and the status of proposed standards. Time will be provided to answer questions regarding changes in services for children who are gifted. Educators and parents are encouraged to attend.

Stimulating Science

Presenter is Joyce Yates, coordinator for gifted and talented programs in Delaware City Schools. Grab the science interests of your at-risk, talented students. Get them involved with science activities that will encourage their active participation. Ideas for differentiating through hands-on activities will be shared.

Stress and Giftedness: Ways to Cope

Presenter is Dr. Joan Wolf, professor of special education at the University of Utah. This session uses a discussion format to identify stressors in the lives of gifted students and their parents and teachers. Factors that create stress, and some strategies for dealing with them effectively, will be addressed.

Teachers General Session

Facilitators are Sharon Hall (Harris Elementary School, Akron), Jackie Bartels (Fulton Elementary School, Toledo), Jennifer Tribble (South Avondale Elementary School, Cincinnati), Cathe Blower (Amesville Elementary School, Federal Hocking Local) and William Baun (John White Elementary School, Youngstown). Teachers will meet to celebrate and share concerns, network with one another, and provide ideas for a wish list of materials. Please be ready to share your thoughts! Teachers should attend.

Teaching Styles Complementary to Learning Styles of Learners (i.e., African American Learners)

Presenter is Rosa Lockwood, consultant, Ohio Department of Education, Division of Special Education. This presentation will address the connectiveness of teaching styles and review the following: Do African American learners have a style of learning that is different from "mainstream" learners?

Underachieving Gifted

Dr. Marlene Bireley, psychoeducational consultant, will be presenting. Discussion will center around characteristics of personality and behavior of underachieving students and what educators and parents can do to help the child move beyond underachieving tendencies.

Working Effectively with School Personnel

Presenter is Dr. Joan Wolf, professor of special education at the University of Utah. Through discussion and role playing, participants will discuss issues related to working effectively with teachers and other school personnel. Strategies for developing good relationships and maintaining positive communication as an effective advocate will be addressed. This session is designed especially for parents.

Working with Parents of the Gifted

Presenter is Dr. Joan Wolf, professor of special education at the University of Utah. This session will address the importance of effective communication with parents of the gifted. Barriers to effective communication and strategies for working with parents will be addressed through discussion and role playing. This session is recommended for teachers and administrators.

Appendix F: Akron's Institutionalization Ideas

Funding

- Identify the individual school fund(s) that can be used to pay substitutes for G/T training during the school day.
- Involve the PTA. Some elementary PTAs have long range planning money for school. They would love to be part of a gifted program.
- Funding needs to be made available for staff to attend inservice training sessions during the regular school day as much as possible.

Planning Time

- Use the 25 teachers to go to classrooms to help plan with interested teachers.
- Try block scheduling to carve out time for staff and students.
- Consider allowing each building to have different time schedules (within parameters of bus schedules).
- Bus identified gifted elementary students one half day to the middle school for advanced curriculum and instruction.

Professional Development

- Provide inservice/required staff meeting at beginning of the year with other teachers (Javits) spreading the word. Use your "experts."
- Provide inservice on January 1996 City-wide Inservice Program.
- Use Internet to pair Akron teachers with "buddy" gifted teachers in other locations, use e-mail.
- Train teachers (release time) to do demo lessons in classrooms or involve students from the University of Akron.
- Coordinate training sessions provided to staff.
- Ensure that teachers individualize instruction to meet the unique needs of all children.
- Answer the question: Do we need a certain kind of teacher?
- Offer teacher training (one per building) in gifted as building resource teacher — paid for by grant — master's program.
- Focus Carole Helstrom's EEI in training for teachers.
- Establish a curriculum division. Curriculum specialists would assist the curriculum coordinator.
- Provide more inservice workshops to help teachers citywide identify G/T beyond the "A" report card kids.
- Offer summer training and inservice for teachers - no subs needed - pay stipend.
- Use of APS required teacher inservice as an option for G/T training.
- Train teachers to deal with kids with ADD. Many of them are gifted and are falling through the cracks at all levels.

- Identify schools that have the material money — do not receive grant money — but need the inservice.
- Provide computer training.
- Provide inservice on Javits materials that were purchased.
- Provide inservice on integration of curriculum and multiple intelligences.

Community Involvement

- Maximize the use of Inventure Place.
- Contact Fairlawn Womens Witan, Junior League, and related organizations for help. Give ideas and ask what they could give.
- Take advantage of the summer opportunities at Akron Art Museum Explore & Discover.
- Involve more parents and community reps in planning and working with the teachers (hands-on help in schools).
- Tap the leaders of the Councils of the Boy Scouts and Girl Scouts.
- Involve AARP groups.
- Encourage community members to come into the schools to assist teachers with computers.
- Create a computer database of community resource people.
- Have walking field trips to local merchants.
- Expose all children to natural resources through the park system's summer programs.
- Use University of Akron honors college students as mentors to gifted kids in science, math, and other areas.
- Keep the Akron Art Museum (basement) hands-on program open throughout the school year.
- Develop an advisory group to facilitate developing community resources.

Parent Involvement

- Hold parent workshops on problem solving skills and inservices for PTA groups.
- Try the Akron Network again.
- Work with the Council of PTAs to focus on parent involvement and training.
- Recognize that parents need to feel invited to sit in on the class to help with the paper work. Principals and teachers don't always make parents feel that they are needed.
- Encourage parents of identified students to meet at sites with teams.
- Train and communicate with parents as to how they can work with their child at home and with limited time through day and evening workshops.
- Work with Akron Art Museum, which has a portfolio for art appreciation that is designed for parents/volunteers to use in the classroom or with after school interest groups.
- Send a detailed letter explaining the APS offerings and limitations to parents of gifted students and ask for their help, time, and suggestions (including funding suggestions).

- Use Summit County Parent Group as a model for Akron group.

Resources

- Use Akron Art Museum during the school year and throughout the summer.
- Provide a team of resource people to come into the building to work with the students in order to free up the teachers so that the teachers can be inserviced at the same time (during the school day) by other resource people.
- Develop an initiative with the library system for summer and vacation activities.
- Create a "Special Friend" or adopt-a-school program to develop sponsorship for defined activities for gifted kids.
- Involve more University of Akron or Kent State University interns to enrich science and math training at primary levels. University of Akron has a resource booklet of faculty who can do presentations.
- Use University of Akron students to present as part of in-school and after school programs for gifted students.
- Use the Volunteer Center to create a defined program of assistance (e.g., time, donation of goods) for teachers.
- Check with Akron business for "trainers" in creative problem solving for high school/middle school students and staff. Many businesses have trained engineers in creative problem-solving and collaborative strategies.
- Use Inventure Place.
- Develop an organized funding request to the Jennings Foundation.
- Offer small grants to teachers through the Summit Education Partnership Foundation.
- Use the staff newspaper to publicize your issues.
- Coordinate federal and state grant dollars.
- Develop an incentive program for teachers (need to involve union reps).
- If federal funding is eliminated have a Plan B for developing local resources.
- Develop a resource manual for all.
- Use dialogue journals between gifted kids via e-mail or paper, throughout Akron or elsewhere.

Other Issues

- The superintendent, board members, and especially curriculum specialists need to understand the need to nurture our gifted kids - and not just the disadvantaged ones. They need to understand how their policies are contributing to the big BRAIN DRAIN from the APS.
- There needs to be a program that would provide "Javits" type programs beyond K-3.
- Gifted kids need to be with other gifted kids at least part of the day for stimulation. They get bored and turn off in classes.
- Extend *Odyssey of the Mind* to more APS schools - more PR for the program.

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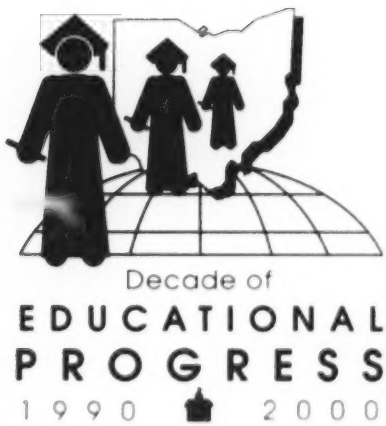

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